

## BEAUFORT COUNTY SCHOOL DISTRICT

1300 King Street  
Beaufort, South Carolina 29902

**GRADES** PK-12

**ENROLLMENT** 17,401 Students

**SUPERINTENDENT** Herman K. Gaither 843-322-2300

**BOARD CHAIR** Earl Campbell 843-322-2356

**FISCAL AUTHORITY** County Council

## THE STATE OF SOUTH CAROLINA

### ANNUAL DISTRICT REPORT CARD

# 2004

#### ABSOLUTE RATING:

**AVERAGE**

#### Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	13	1	0	0

#### IMPROVEMENT RATING:

**AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This district met 32 out of 33 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Below Average	N/A
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Average	No
<b>2004</b>	Average	Average	No

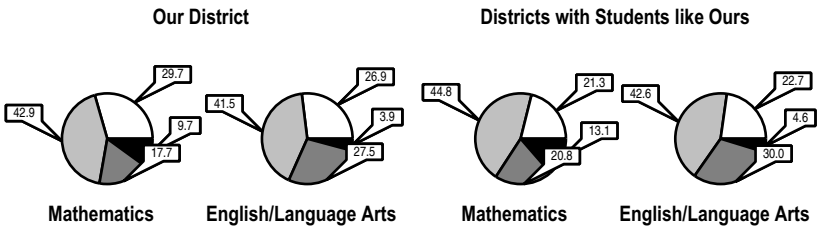
**DEFINITIONS OF DISTRICT RATING TERMS**





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

74.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our District</b>			<b>Districts with Students like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed both subtests</b>	71.6	N/A	N/A	78.8	N/A	N/A
<b>Passed 1 subtest</b>	15.2	N/A	N/A	11.5	N/A	N/A
<b>Passed no subtests</b>	13.1	N/A	N/A	9.7	N/A	N/A

**ELIGIBILITY FOR LIFE SCHOLARSHIP\***

<b>Percent of</b>	<b>Our District</b>	<b>Districts with Students like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	25.9	16.5
<b>Seniors who met the SAT/ACT requirement</b>	26.2	16.9
<b>Seniors who met the grade point average</b>	46.6	52.7

\*Using only the SAT/ACT and grade point average requirements

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>							
All Students	8,294	99.2	26.7	41.8	27.5	3.9	31.5
<b>Gender</b>							
Male	4,248	99.0	31.4	42.5	23.7	2.5	26.2
Female	4,046	99.3	21.9	41.1	31.5	5.4	37.0
<b>Racial/Ethnic Group</b>							
White	3,821	99.6	12.8	42.4	38.2	6.6	44.8
African-American	3,384	99.4	38.0	42.7	17.8	1.5	19.3
Asian/Pacific Islander	79	100.0	11.3	38.0	42.3	8.5	50.7
Hispanic	995	96.8	44.5	35.8	18.3	1.4	19.7
American Indian/Alaskan	14	100.0	27.3	54.5	18.2	0.0	18.2
<b>Disability Status</b>							
Not Disabled	7,173	99.3	22.6	42.9	30.2	4.3	34.5
Disabled	1,121	98.3	53.3	34.5	10.9	1.4	12.2
<b>Migrant Status</b>							
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	8,291	99.2	26.7	41.8	27.5	3.9	31.5
<b>English Proficiency</b>							
Limited English Proficient	772	95.7	51.8	32.1	15.5	0.6	16.2
Non-Limited English Proficient	7,522	99.5	24.5	42.7	28.6	4.2	32.8
<b>Socio-Economic Status</b>							
Subsidized meals	4,251	99.1	37.0	43.5	18.0	1.6	19.5
Full-pay meals	4,043	99.3	16.1	40.0	37.5	6.4	43.9
<b>Mathematics</b>							
All Students	8,295	99.7	29.4	43.1	17.8	9.7	27.5
<b>Gender</b>							
Male	4,249	99.6	31.5	41.9	16.8	9.8	26.5
Female	4,046	99.8	27.2	44.3	18.8	9.7	28.5
<b>Racial/Ethnic Group</b>							
White	3,821	99.7	14.3	43.5	25.5	16.8	42.3
African-American	3,385	99.6	42.9	43.2	11.1	2.8	13.9
Asian/Pacific Islander	79	100.0	12.7	35.2	38.0	14.1	52.1
Hispanic	995	99.7	43.5	41.6	9.1	5.7	14.9
American Indian/Alaskan	14	100.0	45.5	27.3	9.1	18.2	27.3
<b>Disability Status</b>							
Not Disabled	7,173	99.8	24.5	44.8	19.7	11.0	30.7
Disabled	1,122	99.0	60.4	32.2	5.7	1.7	7.4
<b>Migrant Status</b>							
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	8,292	99.7	29.4	43.1	17.8	9.8	27.5
<b>English Proficiency</b>							
Limited English Proficient	772	99.6	48.4	41.4	7.1	3.1	10.2
Non-Limited English Proficient	7,523	99.7	27.7	43.2	18.8	10.3	29.1
<b>Socio-Economic Status</b>							
Subsidized meals	4,252	99.6	40.9	44.2	11.1	3.7	14.8
Full-pay meals	4,043	99.7	17.4	41.9	24.7	16.0	40.7

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	1,336	99.3	21.7	38.7	36.1	3.4	39.6
	Grade 4	1,370	98.6	25.6	43.3	29.2	1.9	31.2
	Grade 5	1,397	99.2	33.1	48.8	17.0	1.2	18.2
	Grade 6	1,389	99.7	41.3	34.2	21.5	3.1	24.5
	Grade 7	1,355	99.0	31.4	45.6	21.6	1.4	23.0
	Grade 8	1,418	99.4	38.8	41.8	18.2	1.2	19.4
<b>2004</b>	Grade 3	1,341	99.2	14.7	32.0	44.7	8.5	53.2
	Grade 4	1,370	99.2	18.4	45.3	34.1	2.1	36.2
	Grade 5	1,406	99.0	24.7	52.2	21.7	1.4	23.1
	Grade 6	1,446	99.2	41.1	34.0	20.6	4.3	24.9
	Grade 7	1,431	99.4	32.6	46.5	18.2	2.6	20.8
	Grade 8	1,315	99.0	29.2	44.6	22.7	3.5	26.2
<b>Mathematics</b>								
<b>2003</b>	Grade 3	1,336	99.9	23.9	49.0	18.9	8.1	27.1
	Grade 4	1,370	99.5	24.7	45.8	19.3	10.1	29.5
	Grade 5	1,397	99.4	32.4	43.3	17.5	6.7	24.2
	Grade 6	1,389	100.0	34.2	38.6	17.3	9.9	27.2
	Grade 7	1,355	99.8	37.5	37.1	15.3	10.1	25.4
	Grade 8	1,418	99.6	42.6	42.6	10.4	4.3	14.8
<b>2004</b>	Grade 3	1,341	99.7	22.9	52.8	18.9	5.4	24.3
	Grade 4	1,370	99.7	25.5	44.8	19.0	10.7	29.7
	Grade 5	1,406	99.6	30.6	42.0	15.3	12.1	27.4
	Grade 6	1,446	99.6	28.7	37.8	20.4	13.1	33.5
	Grade 7	1,431	100.0	35.5	40.1	15.7	8.8	24.4
	Grade 8	1,315	99.4	35.5	42.3	15.1	7.1	22.2

**SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

These schools will be reported in a separate document.

**DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

Title I schools that fail to make adequate yearly progress for two consecutive years

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>							
All Students	1,287	88.7	16.2	25.0	31.6	27.2	58.8
<b>Gender</b>							
Male	643	86.6	18.7	26.2	31.0	24.1	55.1
Female	644	90.7	13.9	23.8	32.2	30.1	62.3
<b>Racial/Ethnic Group</b>							
White	605	90.6	5.2	14.9	35.5	44.4	79.9
African-American	568	88.0	26.1	35.7	28.1	10.1	38.2
Asian/Pacific Islander	16	93.8	7.1	14.3	42.9	35.7	78.6
Hispanic	91	79.1	34.3	28.6	25.7	11.4	37.1
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	1,157	91.3	12.6	25.0	33.4	29.0	62.4
Disabled	130	65.4	62.2	24.4	8.5	4.9	13.4
<b>Migrant Status</b>							
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	1,286	88.7	16.2	25.0	25.9	27.2	58.8
<b>English Proficiency</b>							
Limited English Proficient	58	77.6	44.2	41.9	11.6	2.3	14.0
Non-Limited English Proficient	1,229	89.2	15.1	24.3	32.4	28.2	60.6
<b>Socio-Economic Status</b>							
Subsidized meals	509	85.1	23.4	37.9	27.6	11.0	38.6
Full-pay meals	778	91.0	11.8	16.9	34.1	37.3	71.3

<b>Mathematics</b>							
All Students	1,287	87.3	23.7	30.4	25.9	20.0	45.9
<b>Gender</b>							
Male	643	85.5	22.4	30.3	25.8	21.6	47.4
Female	644	89.1	25.0	30.6	26.0	18.4	44.4
<b>Racial/Ethnic Group</b>							
White	605	89.4	7.5	23.5	33.9	35.0	68.9
African-American	568	87.0	42.0	35.8	17.5	4.8	22.2
Asian/Pacific Islander	16	93.8	N/A	21.4	42.9	35.7	78.6
Hispanic	91	74.7	25.8	50.0	18.2	6.1	24.2
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	1,157	90.3	20.3	31.4	27.0	21.3	48.3
Disabled	130	60.8	69.7	17.1	10.5	2.6	13.2
<b>Migrant Status</b>							
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	1,286	87.4	23.7	30.4	25.9	20.0	45.9
<b>English Proficiency</b>							
Limited English Proficient	58	75.9	23.8	52.4	23.8	N/A	23.8
Non-Limited English Proficient	1,229	87.9	23.7	29.6	26.0	20.8	46.7
<b>Socio-Economic Status</b>							
Subsidized meals	509	83.5	37.2	38.4	18.1	6.2	24.3
Full-pay meals	778	89.8	15.3	25.5	30.7	28.5	59.1

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	913	89.0%	912	25.9%	1,034	73.0%	N/A
<b>Gender</b>							
Male	400	86.5%	394	27.9%	373	63.0%	
Female	494	91.3%	518	24.3%	661	78.7%	
<b>Racial/Ethnic Group</b>							
White	481	95.8%	456	45.4%	582	78.9%	
African American	364	82.1%	405	3.7%	401	67.3%	
Asian/Pacific Islander	15	86.7%	13	61.5%	15	80.0%	
Hispanic	34	70.6%	33	18.2%	34	38.2%	
American Indian/Alaskan	1	I/S	0	N/A	N/A	N/A	
<b>Disability Status</b>							
Not disabled	832	90.3%	832	28.4%	957	75.8%	
Disabilities other than speech	75	78.7%	80	0.0%	77	39.0%	
<b>Migrant Status</b>							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	879	90.2%	912	25.9%	N/A	N/A	
<b>English Proficiency</b>							
Limited English proficient	4	I/S	14	42.9%	24	33.3%	
Non-LEP	876	90.1%	898	25.6%	1,007	74.2%	
<b>Socio-Economic Status</b>							
Subsidized meals	279	84.2%	319	1.6%	537	72.6%	
Full-pay meals	597	93.1%	593	39.0%	497	73.4%	

\* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

**EXAM PASSAGE RATE BY SPRING 2004**

	Our District	Districts with Students like Ours
Percent	89.0%	95.5%

**GRADUATION RATE**

	Our District	Districts with Students like Ours
Number of Students	1,034	632
Number of Diplomas	755	491
Rate	73.0%	80.1%

**2003-04 COLLEGE ADMISSIONS TESTS**

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	486	485	486	480	972	965
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	18.1	19.3	18.8	19.5	18.5	19.8	18.8	19.7	18.7	19.7
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 17,401)				
First graders who attended full-day kindergarten	88.0%	N/C	95.8%	97.2%
Retention rate	4.9%	Up from 0.8%	4.9%	5.3%
Attendance rate	96.5%	Up from 96.3%	96.4%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.8%		6.1%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	3.6%		5.0%	5.1%
Eligible for gifted and talented	17.5%	Up from 16.9%	16.6%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.7%	Down from 8.8%	10.4%	10.9%
Older than usual for grade	4.4%	Up from 4.1%	3.8%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.4%	Down from 4.3%	1.2%	1.1%
Enrolled in AP/IB programs	35.5%	Up from 30.6%	14.5%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	261	Down from 591	222	157
Completions in adult education GED or diploma programs	110	Down from 202	50	39
Annual dropout rate	3.2%	Up from 1.7%	3.4%	2.9%
Teachers (n= 1,305)				
Teachers with advanced degrees	51.3%	Up from 48.3%	52.4%	50.0%
Continuing contract teachers	77.3%	Down from 80.4%	85.6%	84.6%
Highly qualified teachers**	88.2%	N/A	93.1%	92.5%
Teachers with emergency or provisional certificates	8.3%		3.2%	4.4%
Teachers returning from previous year	87.2%	Down from 88.6%	91.2%	89.9%
Teacher attendance rate	94.3%	Up from 94.1%	95.0%	94.7%
Average teacher salary	\$42,643	Up 3.2%	\$41,411	\$40,566
Vacancies for more than nine weeks	0.3%	N/C	0.0%	0.3%
Prof. development days/teacher	15.5 days	Up from 5.6 days	12.4 days	12.0 days
District				
Superintendent's years at district	9.0	Up from 8.0	3.0	3.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 20.4 to 1	21.7 to 1	21.0 to 1
Prime instructional time	87.6%	Up from 87.1%	89.7%	89.5%
Dollars spent per pupil*	\$8,083	Down 0.4%	\$7,064	\$7,217
Percent of expenditures for teacher salaries*	54.8%	Down from 55.4%	56.3%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	99.0%	No change	99.0%	97.3%
Number of schools	25	Up from 24	14	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	6.7%	Up from 5.7%	3.4%	4.3%
Average age in years of school facilities	13	No change	26	26
Number of schools with SACS accreditation	13	Up from 11	13	8
Average administrator salary	\$67,300		\$68,824	\$67,300

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.9%	92.0%
Highly qualified teachers in high poverty schools**	88.1%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**SCHOOL DISTRICT GOVERNANCE**

<b>Board Membership</b>	11 trustees elected to single-member seats
<b>Fiscal Authority</b>	County Council
<b>Average Number of Hours of Training Annually</b>	115.0 per board member
<b>Percent new trustees completing orientation</b>	100.0%

**DISTRICT SUPERINTENDENT'S REPORT**

The march toward excellence continued in the Beaufort County Schools in 2003-2004 on many fronts and despite continued and growing concerns about funding our schools.

Three schools earned Red Carpet awards from the State Department of Education in recognition of their outstanding customer service and friendly environments: James J. Davis Elementary, Shanklin Elementary and Mossy Oaks Elementary. They join Port Royal Elementary, St. Helena Elementary and M.C. Riley Elementary as our Beaufort County Red Carpet schools.

As for test scores, our high school seniors bumped up their SAT average by four points, to 972 while continuing the high participation rate in this standard college-entrance exam.

On the Palmetto Achievement Challenge Tests (PACT), the number of Beaufort County students "passing" rose five percentage points in Math from 2002, while those for English dropped 6.2 percentage points. This mirrored a state trend that may have been tied to students taking the English portion at the end of the testing week.

Work continued on schedule and on budget for Bluffton High School and the St. Helena Early Learning Center, both to open for the 2004-05 school year. Much debate was heard on the location and size for a North Area high school approved by voters in the 2000 referendum, even as our district began looking forward to future facilities needs in this high-growth location.

Two major classroom efforts took root in 2003-04 - the Gateway program to speed non-English speaking students' mastery of the language and the Achievement Gap Initiative, designed to boost lower-achieving students and to improve schools' success on the federal reports of Adequate Yearly Progress.

Finding a way to pay for all these necessary efforts in what is one of South Carolina's fastest growing counties continues to be a challenge. State officials continue to reduce funding for the Beaufort County Schools and some local officials have been reluctant to make up that lost revenue.

Through it all, we persevere, determined to create a challenging, engaging and safe school district connecting each child to a successful future, everywhere and every day.

Herman K. Gaither, Superintendent